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ABSTRACT

Designed to assess the success of social studies instruction for grade 4 students in Manitoba, Canada, this test evaluation instrument contains a manual, scoring key and test. Administered to determine whether students learned important ideas and skills in social studies instruction, the results of the test will be used to improve social studies instruction in Manitoba schools. The manual and scoring key segment include instructions for administering the test, collecting the test materials, a scoring key, and a sample answer sheet. The test covers thinking and research skills, attitudes and values, social participation, and knowledge/concepts. Incorporated into the design of the test instrument are multiple choice questions, essays, opinion, and agree/disagree questions. (NL)

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SOCIAL STUDIES ASSESSMENT PROGRAM

CURRICULUM DEVELOPMENT AND IMPLEMENTATION BRANCH

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GRADE 4

SCI 372

JUNE, 1989

Manitoba Education

NAME: _____

SCHOOL: _____

PART ONE

READ THE QUESTION AND ALL THE CHOICES IN A QUESTION BEFORE SELECTING THE BEST ANSWER. MARK ALL ANSWERS ON THE ANSWER SHEET. YOUR TEACHER WILL DO THE FOLLOWING EXAMPLE WITH YOU.

Example: (Mark your answer on the sample answer sheet below by blackening the circle that represents your answer.)

110. Which of the following would be the most useful in finding today's temperature?

A) A newspaper
B) An atlas
C) A dictionary
D) An encyclopedia
E) A textbook

SAMPLE ANSWER SHEET

	A	B	C	D	E
110	①	②	③	④	⑤

IF YOU WISH TO CHANGE AN ANSWER, ERASE YOUR FIRST CHOICE COMPLETELY AND BLACKEN IN YOUR NEW CHOICE. THERE IS ONLY 1 **BEST** OR **CORRECT** ANSWER FOR EACH QUESTION.

STOP

PLEASE DO NOT TURN THE PAGE UNTIL ASKED TO DO SO.

THINKING AND RESEARCH SKILLS

1. Which one of the following would be **MOST** useful in finding the meaning of the word **delta**?

   A) A map of Africa
   B) A dictionary
   C) A globe of the world
   D) A newspaper

2. Which of the following would be **MOST** useful in finding the direction from Winnipeg to Seoul, Korea?

   A) A newspaper
   B) An encyclopedia
   C) A globe of the world
   D) A dictionary

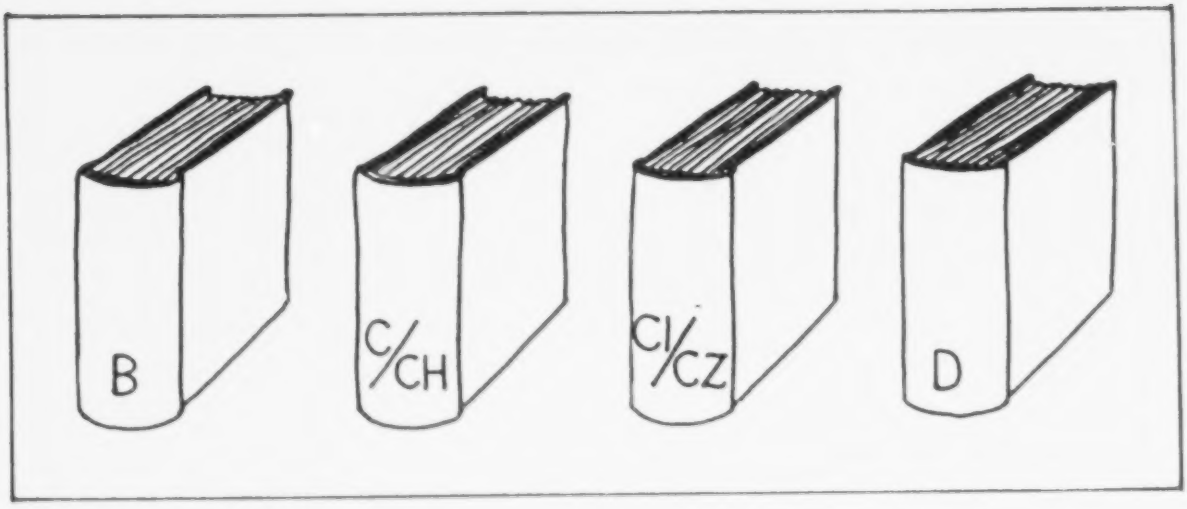
3. Which of the following would be **MOST** useful in finding out how many people live in Japan?

   A) A television or radio news program
   B) A map of Japan
   C) A dictionary
   D) An encyclopedia

4. Which of the following would be **MOST** useful in finding the location of Brasilia, the capital city of Brazil?

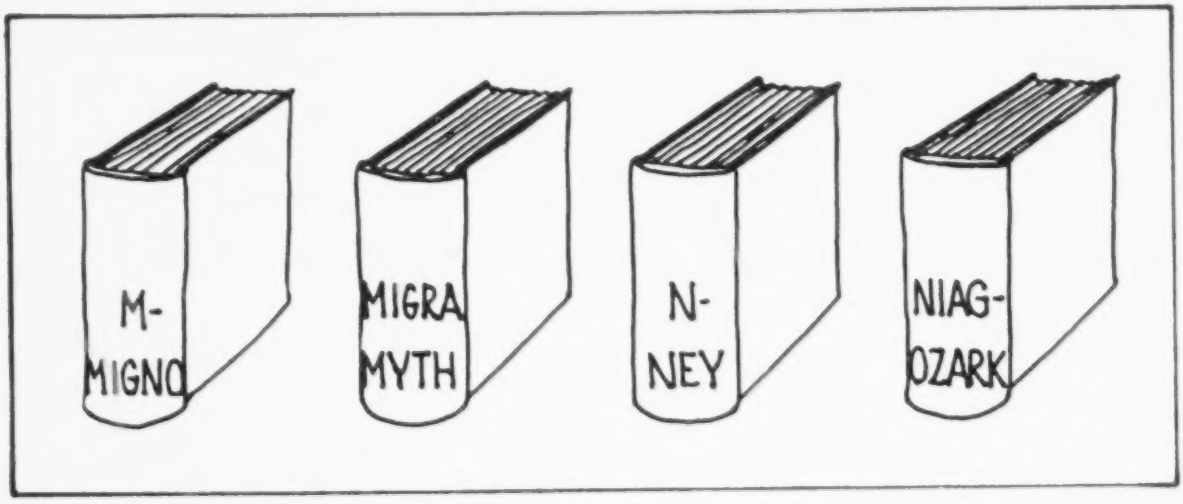
   A) An atlas
   B) A dictionary
   C) A newspaper
   D) A television or radio news program

5. You want to find out about community life in Chile. Which book of the encyclopedia should you use to begin looking?



A) B
B) C-CH
C) CI-CZ
D) D

6. You want to find out about life in a community in New Zealand. Which book of the encyclopedia should you use to begin looking?



A) M-MIGNO
B) MIGRA-MYTH
C) N-NEY
D) NIAG-OZARK

This is part of an index from a social studies book.

Cheese making, Swiss,....169

China,.....284

Chocolate,.....172

Climate,.....58

Clouds,.....6, 7

Coal mining,.....135

Coffee,.....314
in Brazil,.....326, 327

Communication,.....288-289

7. If you wanted to know more about chocolate, what page would you turn to?

A) Page 169
B) Page 172
C) Page 135
D) Page 314
E) Page 58

Here is a part of a Table of Contents.

UNIT II EGYPT, LAND OF ONE RIVER 81

6. The Nile Gives Life, 82
7. Farm Life in Egypt, 103
8. Egypt Through the Years, 123
9. Building Modern Egypt, 139

UNIT III SWITZERLAND, LAND OF MOUNTAINS 159

10. A Mountain Farm, 182
11. How the Swiss Nation Took Shape, 181
12. Manufactured in Switzerland, 194
13. World Playground and Meeting Place, 210

UNIT IV INDIA, MANY PEOPLES IN ONE 221

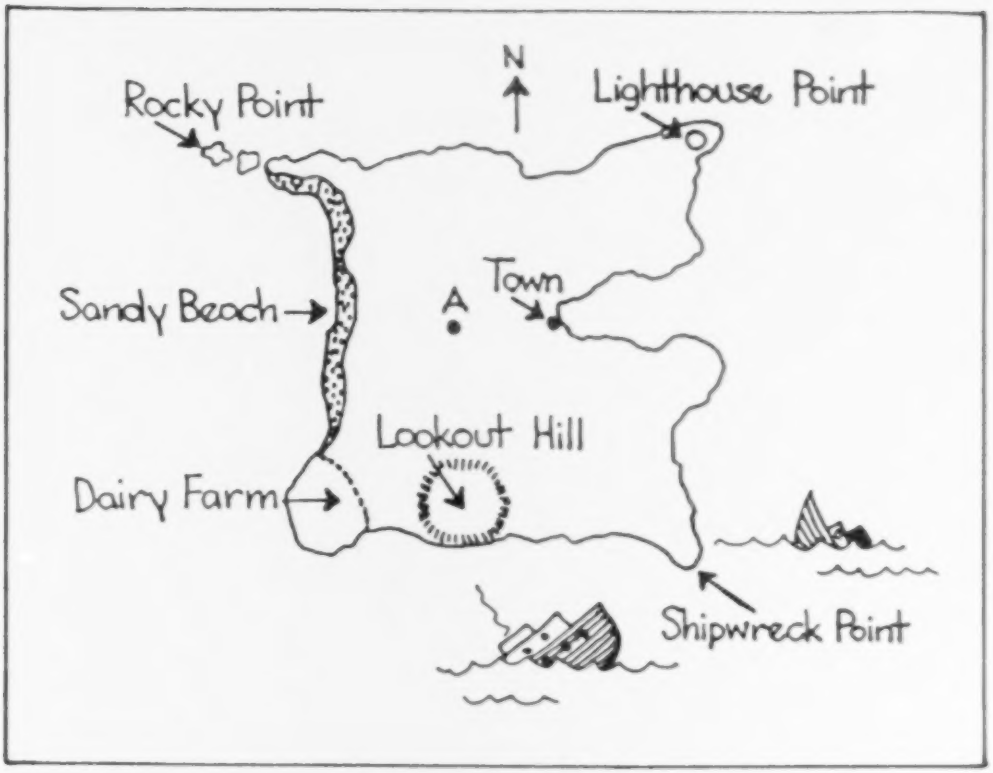
14. India Through the Years, 224
15. India's Climate and Crops, 244
16. Changing Communities, 259
17. Resources and India's Future, 275

8. On what page does the unit on India start?

A) Page 81
B) Page 159
C) Page 221
D) Page 224
E) Page 244

9. To which page would you turn to find out about a farm in Switzerland?

A) Page 81
B) Page 103
C) Page 159
D) Page 162
E) Page 221



10. If you start at point A and travel as far as you can to the east, you will come to

A) Lighthouse Point.
B) Sandy Beach.
C) Lookout Hill.
D) the Town.
E) the Dairy Farm.

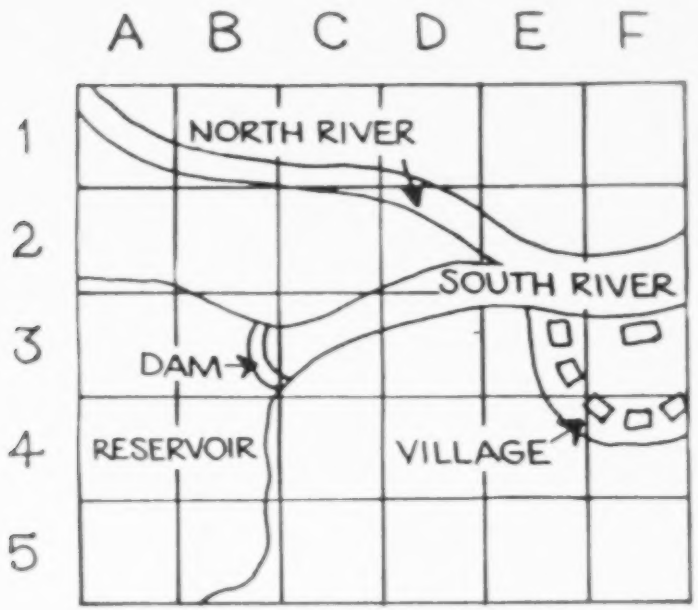
11. If you start at point A and travel as far as you can to the southwest, you will come to

A) Sandy Beach.
B) Shipwreck Point.
C) Lighthouse Point.
D) Rocky Point.
E) the Dairy Farm.

12. If you start at Shipwreck Point, travel as far to the northwest as possible and then travel as far as you can to the east, you will come to

A) Lighthouse Point.
B) the Dairy Farm.
C) Rocky Point.
D) the Town.
E) Lookout Hill.

This is a map of a village and the countryside around it.



13. Which one of the following positions includes part of the village?

A) B 5
B) A 1
C) F 3
D) C 2
E) F 1

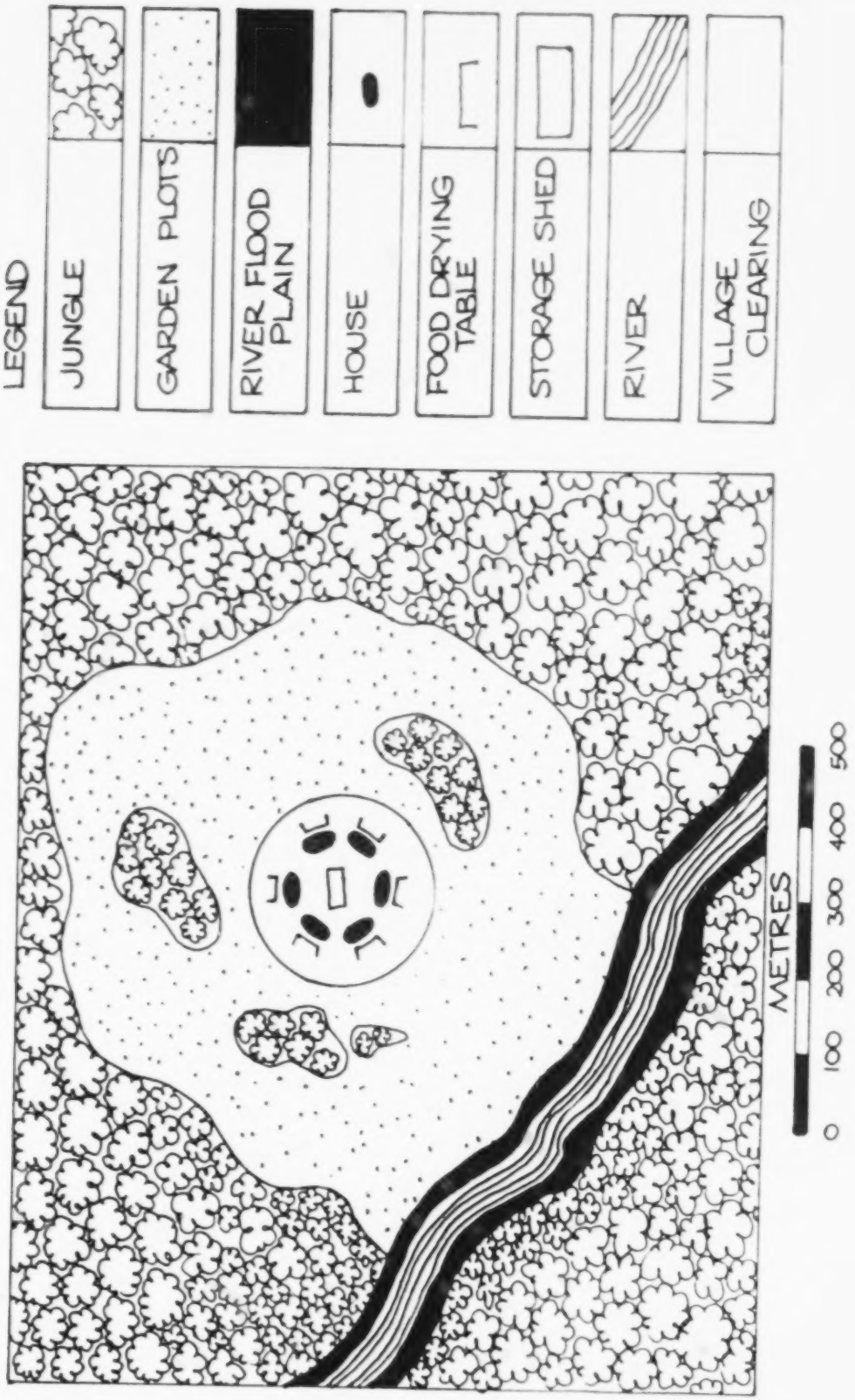
14. If you were helping someone find the dam on the map, which of the following positions would you give him?

A) A 4
B) B 3
C) C 4
D) F 1
E) F 5

15. Which position is farthest from the dam?

A) E 4
B) A 1
C) A 5
D) F 1
E) D 5

This is a map of a village in the Amazon Rainforest of Brazil.



USE THE MAP OF THE VILLAGE TO ANSWER QUESTIONS 16, 17, 18, AND 19.

16. How many houses are there in the village clearing?

A) 6
B) 7
C) 12
D) 13
E) This information is not given on the map.

17. About how far is it from the storage shed to the river bank?

A) About 50 metres
B) About 100 metres
C) About 200 metres
D) About 400 metres
E) About 600 metres

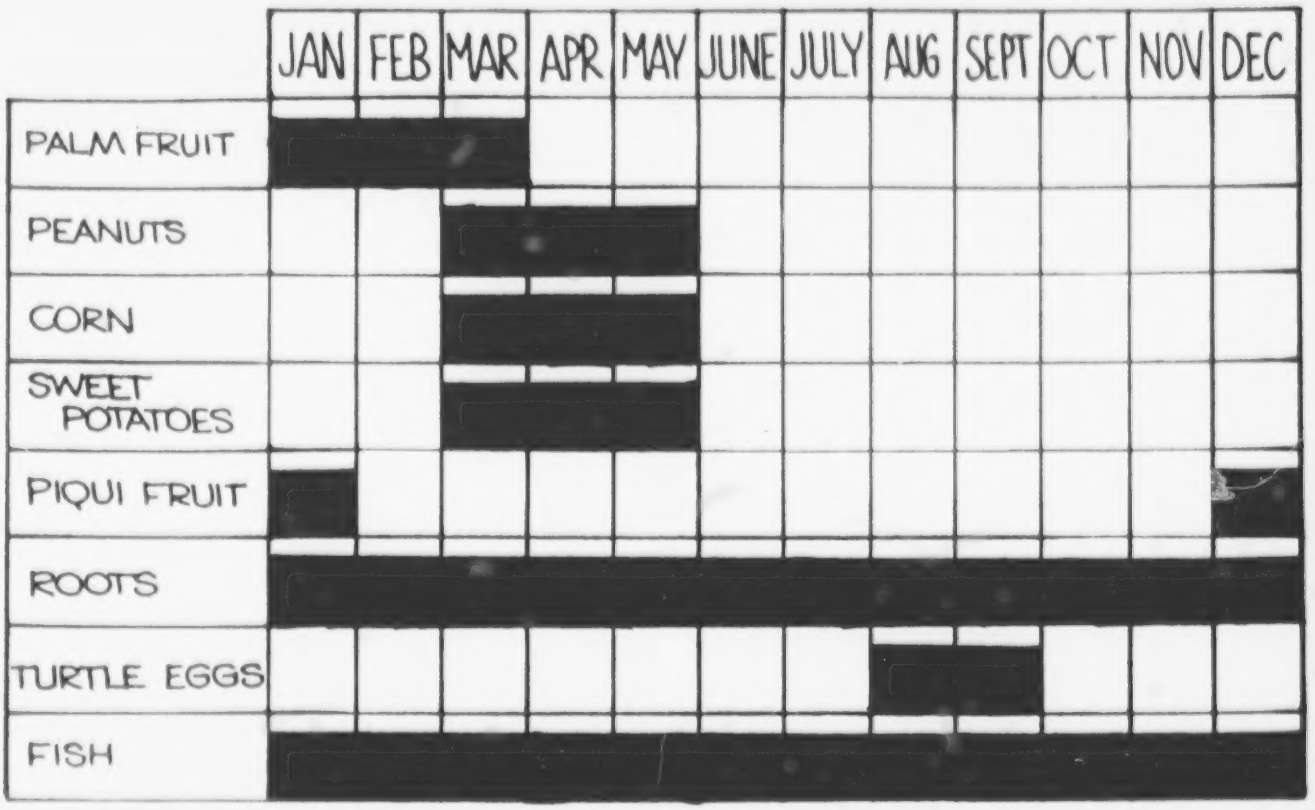
18. What is right next to the village clearing?

A) River
B) Jungle
C) Food drying tables
D) Gardens
E) River flood plain

19. People living here most likely travel by walking and

A) canoe.
B) car.
C) horseback.
D) airplane.
E) horse drawn carts.

Look at the chart. It shows the food eaten by a tribe living in the Amazon Rain Forest. The dark bars show the times of year that they can get each kind of food.



USE THE CHART TO ANSWER QUESTIONS 20, 21, 22, AND 23.

20. Which two foods can they get for the shortest time during the year?

A) Peanuts and turtle eggs
B) Sweet potatoes and corn
C) Piqui fruit and turtle eggs
D) Palm fruit and piqui fruit
E) Roots and turtle eggs

21. Which two foods can they get all year?

A) Palm fruit and peanuts
B) Roots and fish
C) Peanuts and corn
D) Roots and corn
E) Sweet potatoes and fish

22. In which month do these people have the largest choice of foods?

A) August
B) January
C) February
D) December.
E) March

23. Which of these titles gives the best idea of what the chart is about?

A) Rainfall and food supply
B) How much food people eat
C) Kinds of food and temperatures
D) Kinds of food and when they are eaten
E) Diet and health

READ THE CHART AND ANSWER QUESTIONS 24, 25 AND 26.

FARMING IN EGYPT

KINDS OF PLANTS	TYPES OF SOIL NEEDED BY PLANTS	TIME THAT PLANTS TAKE TO GROW
WHEAT	Wheat needs fairly rich soil.	7 months
CLOVER	Clover will grow in poor soil. (It adds nitrogen to the soil and makes it richer.)	2 months
COTTON	Cotton needs soil that is rich in nitrogen.	8 months
CORN	Corn needs fairly rich soil.	5 months

24. Which plant takes 8 months to grow?

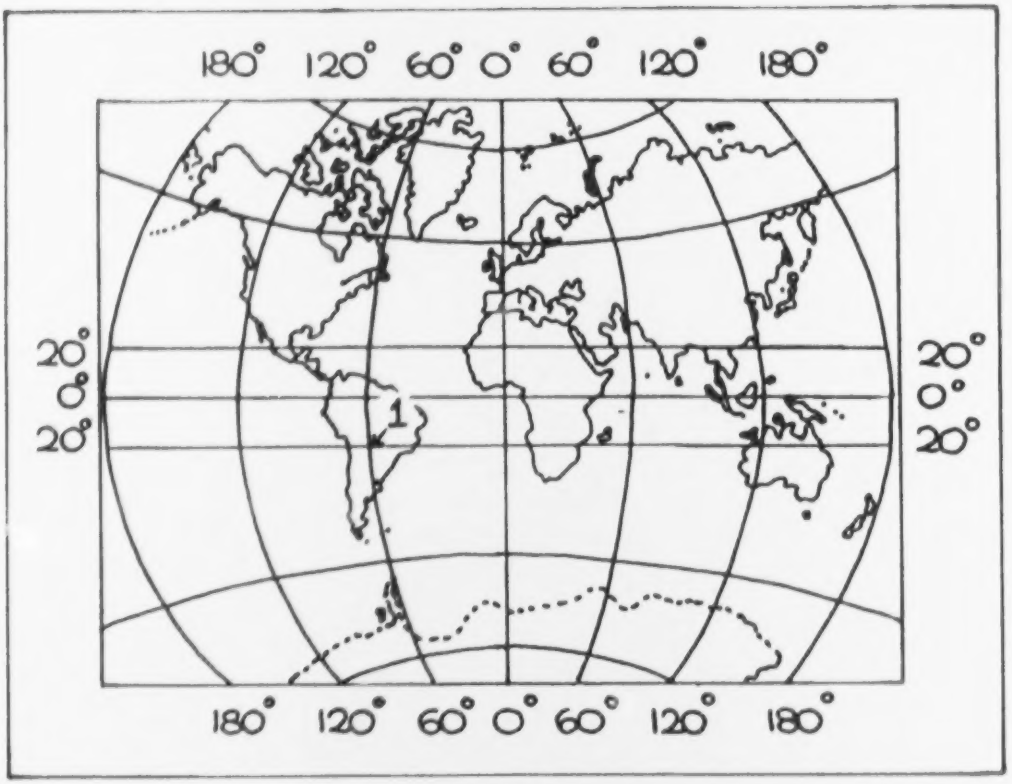
A) Wheat
B) Clover
C) Cotton
D) Corn

25. Which plant should a farmer grow to make his soil rich?

A) Wheat
B) Clover
C) Cotton
D) Corn

26. This chart tells about farming in Egypt. Which of these titles gives the best idea of what is in the chart?

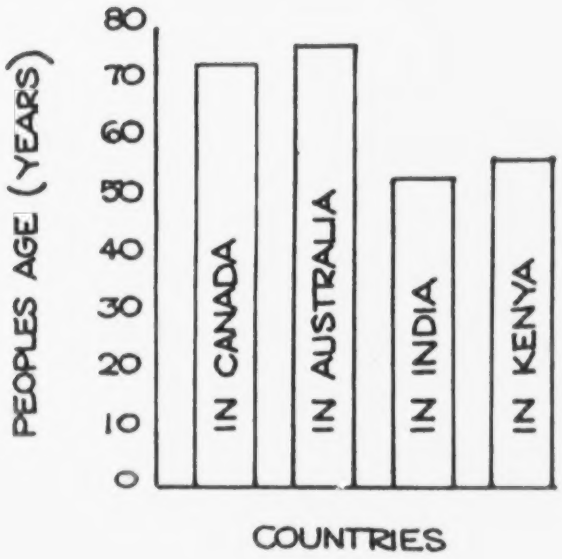
A) Growing cotton
B) The time it takes to grow different plants
C) Important needs for growing plants
D) Soil conditions needed for growing cotton



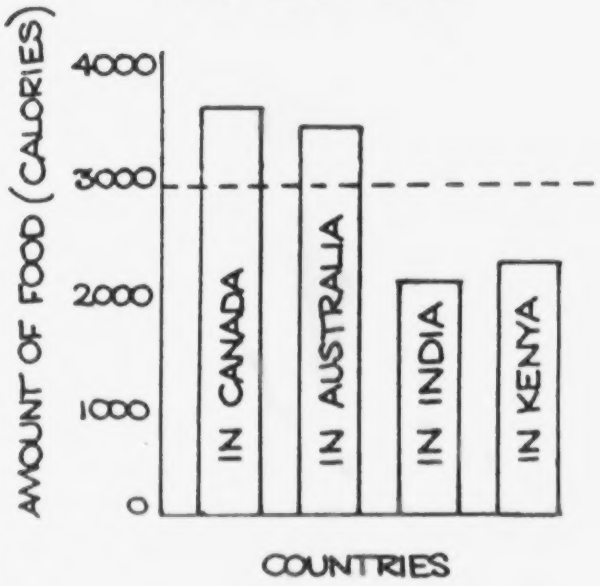
27. If you were at number 1 on the map, you would be at

A) 60 degrees West, 20 degrees South.
B) 120 degrees East, 20 degrees North.
C) 20 degrees West, 20 degrees South.
D) 60 degrees East, 60 degrees North.
E) 120 degrees East, 20 degrees South.

LENGTH OF LIFE IN FOUR COUNTRIES



THE AMOUNT OF FOOD MOST PEOPLE GET IN FOUR COUNTRIES



(THE DOTTED LINE SHOWS THE AMOUNT OF FOOD NEEDED EACH DAY)

USE THE GRAPHS ON PAGE 14 TO ANSWER QUESTIONS 28, 29 AND 30.

28. In which two countries do people usually live the longest?

A) Australia and Kenya
B) Canada and India
C) Canada and Kenya
D) Canada and Australia
E) Australia and India

29. In which countries do most people get less food than they need to be healthy?

A) Kenya and Australia
B) India and Kenya
C) Australia and India
D) Canada and Australia
E) Canada and India

30. What do these two graphs show?

A) People in large countries have a better diet
B) Too much food is not good for people
C) It's better not to eat too much meat
D) There are too many people in some countries
E) People live longer if they get enough food

PLEASE DO NOT TURN THE PAGE UNTIL ASKED TO DO SO.

PART TWO

IN THIS PART OF THE TEST YOU ARE TO GIVE YOUR OPINIONS ABOUT DIFFERENT STATEMENTS PEOPLE HAVE MADE.

REMEMBER THAT YOU ARE NOT LOOKING FOR A RIGHT ANSWER. DIFFERENT PEOPLE HAVE DIFFERENT OPINIONS ABOUT THESE THINGS. PLEASE GIVE **YOUR OWN** OPINIONS.

WE WILL DO THE EXAMPLE ON PAGE 17 TOGETHER.

Example: (Mark your answer on the sample answer sheet below.)

111. Canada is the best country in the world.

A) I agree
B) I disagree
C) I don't know

SAMPLE ANSWER SHEET

	A	B	C	D	E
111	①	②	③	④	⑤

THE FIRST QUESTION IN THIS SECTION IS NUMBER 31. BE SURE TO BEGIN WITH NUMBER 31 ON YOUR ANSWER SHEET.

STOP WHEN YOU COME TO THE STOP SIGN AFTER QUESTION 46.

PLEASE DO NOT TURN PAGE UNTIL ASKED TO DO SO.

ATTITUDES AND VALUES

31. Talking things over with another community is better than fighting.

A) I agree
B) I disagree
C) I don't know

32. We depend on communities in other parts of the world for many of the things we need.

A) I agree
B) I disagree
C) I don't know

33. We can get ideas from people in communities in other parts of the world that will help us solve some of our problems here in Canada.

A) I agree
B) I disagree
C) I don't know

34. I think Canadian people are the best in the world.

A) I agree
B) I disagree
C) I don't know

35. It is interesting to be friends with someone who thinks or feels differently than I do.

A) I agree
B) I disagree
C) I don't know

36. If people work together, they can help solve some of the world's problems.

A) I agree
B) I disagree
C) I don't know

37. I enjoy learning about other countries.

A) I agree
B) I disagree
C) I don't know

38. Wars between countries can be stopped from happening.

A) I agree
B) I disagree
C) I don't know

39. We should give food to communities in other parts of the world that do not have enough food.

A) I agree
B) I disagree
C) I don't know

40. Our country has its faults just like other countries.

A) I agree
B) I disagree
C) I don't know

41. There is nothing people my age can do about the problems of the world.

A) I agree
B) I disagree
C) I don't know

42. I think that it is important to know about other countries and what is going on in the world.

A) I agree
B) I disagree
C) I don't know

43. Things that happen in communities in other parts of the world can change our life here in Canada.

A) I agree
B) I disagree
C) I don't know

44. We should give up some of the things we have in order to improve the way people live in other communities in other parts of the world.

A) I agree
B) I disagree
C) I don't know

45. People from other countries should be prevented from living in Canada.

A) I agree
B) I disagree
C) I don't know

46. If another country does not agree with Canada, we should sometimes fight them.

A) I agree
B) I disagree
C) I don't know

PLEASE DO NOT TURN THE PAGE UNTIL ASKED TO DO SO.

PART THREE

SOCIAL PARTICIPATION

WE WOULD LIKE TO KNOW YOUR IDEAS ABOUT THE FOLLOWING PROBLEMS. PEOPLE HAVE DIFFERENT IDEAS ABOUT PROBLEMS LIKE THIS. JUST GIVE THE ANSWERS THAT YOU THINK ARE BEST.

47. On the playground Tom and John were making fun of Lee because his skin was a different colour from theirs. How do you think Lee felt?

A) Ashamed
B) Sad
C) Angry
D) Hurt
E) I don't know

48. Why do you think Tom and John made fun of Lee?

A) They don't like people who are different
B) They didn't think about how Lee would feel
C) They wanted to hurt Lee's feelings

49. If you were there, what would you do?

A) Tell Tom and John to stop
B) Tell the teacher
C) Call Lee names too
D) Start a fight with Tom and John
E) Make friends with Lee

50. In a social studies class the children are working in groups on a project. Maria has just come to Canada from another country. She does not speak or write English very well. What should the children in the group do?

A) Do all of the work and not pay any attention to her
B) Find some ways she can help with the project
C) Tell the teacher they don't want her in their group
D) Make fun of her so she will leave the group

51. In a social studies class the children are working in groups on a project. One of the children (Bob) is fooling around and not working. What should the other children in his group do?

A) Tell the teacher to make Bob get to work
B) Keep working without Bob
C) Fool around too
D) Try to help Bob begin his work
E) Tell the group leader

52. Each day Sally took a snack with her as she went out for recess. When she finished the snack, Ann called her to play. Sally threw the snack wrapper on the ground and went to play. What should Ann do?

A) Pick it up for Sally
B) Tell Sally to pick it up
C) Tell the teacher
D) Call Sally a "litterbug"
E) Do nothing

53. Some children at school saw that their school grounds were covered with candy wrappers, chip bags, drink cans, and other litter. Who should clean up the playground?

A) School caretakers
B) Teachers
C) Students
D) Community workers
E) All of these people

54. A class has been collecting money to help people in a community where there is not enough food. Some of the students want to send the money to the people and others want to send food. How should they decide what to do?

A) Ask the teacher to decide
B) Take a vote
C) Get a group of students to study the problem and decide
D) Flip a coin

HERE IS A LIST OF THINGS STUDENTS SOMETIMES DO TO HELP OTHERS. TELL WHETHER OR NOT YOU HAVE DONE EACH ONE THIS YEAR EITHER AT SCHOOL OR IN YOUR COMMUNITY.

55. Collected money for UNICEF

A) Yes
B) No

56. Collected money or goods (food, books, clothing, etc.) to help people in other communities meet their needs.

A) Yes
B) No

57. Helped students new to Canada feel welcome in my school and community.

A) Yes
B) No

58. Helped clean up the area around my school and community.

A) Yes
B) No

59. Written a letter to a newspaper about a community problem.

A) Yes
B) No

60. Made displays to help people think about needs in world communities.

A) Yes
B) No

61. Shared what we learned about world communities with other classes.

A) Yes
B) No

62. Took part in a special day to celebrate world communities that we studied.

A) Yes
B) No

PLEASE DO NOT TURN THE PAGE UNTIL ASKED TO DO SO.

PART FOUR

READ EACH QUESTION AND CHOOSE THE BEST ANSWER.

Example: (Mark your answer on the sample answer sheet below.)

112. John has a toothache. He needs to see a

A) teacher.
B) fireman.
C) policeman.
D) dentist.

SAMPLE ANSWER SHEET

	A	B	C	D	E
112	①	②	③	④	⑤

PLEASE DO NOT TURN THE PAGE UNTIL ASKED TO DO SO.

KNOWLEDGE/CONCEPTS

63. We live in the province of

A) Alberta.
B) Canada.
C) Manitoba.
D) Ontario.
E) Saskatchewan.

64. We live in the country called

A) Canada.
B) England.
C) Korea.
D) Mexico.
E) United States.

65. The capital city of Canada is

A) Edmonton.
B) Montreal.
C) Ottawa.
D) Toronto.
E) Winnipeg.

66. The capital city of Manitoba is

A) Edmonton.
B) Brandon.
C) Toronto.
D) Winnipeg.
E) Montreal.

67. The two provinces closest to Manitoba are

A) Saskatchewan and Alberta.
B) Saskatchewan and Ontario.
C) Ontario and Quebec.
D) Alberta and Ontario.
E) Alberta and Quebec.

LOOK AT THE GLOBE AND ANSWER QUESTIONS 68 AND 69.

68. On the globe above, the North Pole is

A) 1
B) 2
C) 3
D) 4
E) 5

69. On the globe above, a line of latitude is

A) 1
B) 2
C) 3
D) 4
E) 5

LOOK AT THE MAP AND ANSWER QUESTIONS 70, 71, 72, 73 AND 74

70. The continent which is numbered 1 is

A) Africa.
B) Asia.
C) Australia.
D) North America.
E) South America.

71. The continent which is numbered 2 is

A) Africa.
B) Asia.
C) Australia.
D) Europe.
E) North America.

72. The ocean which is numbered 3 is the

A) Arctic.
B) Atlantic.
C) Indian.
D) Pacific.

73. The ocean which is numbered 4 is the

A) Arctic.
B) Atlantic.
C) Indian.
D) Pacific.

74. We live on the continent that is numbered

A) 1.
B) 2.
C) 3.
D) 4.
E) 5.

MANY THINGS MAKE COMMUNITIES BETTER. IN EACH OF THE FOLLOWING, TELL WHICH CHOICE YOU THINK IS MOST IMPORTANT.

75. Which one of the following do you think is most important for making communities better?

A) Television
B) Playgrounds
C) Friendly neighbours

76. Which one of the following do you think is most important for making communities better?

A) Telephones
B) Libraries
C) Teachers .

77. Which one of the following do you think is most important for making communities better?

A) Cars
B) Swimming pools
C) Police

LOOK AT THIS PICTURE AND ANSWER QUESTIONS 78 AND 79.

Tom has just come back from shopping. He lives in Manitoba. He is putting away the food that he bought.

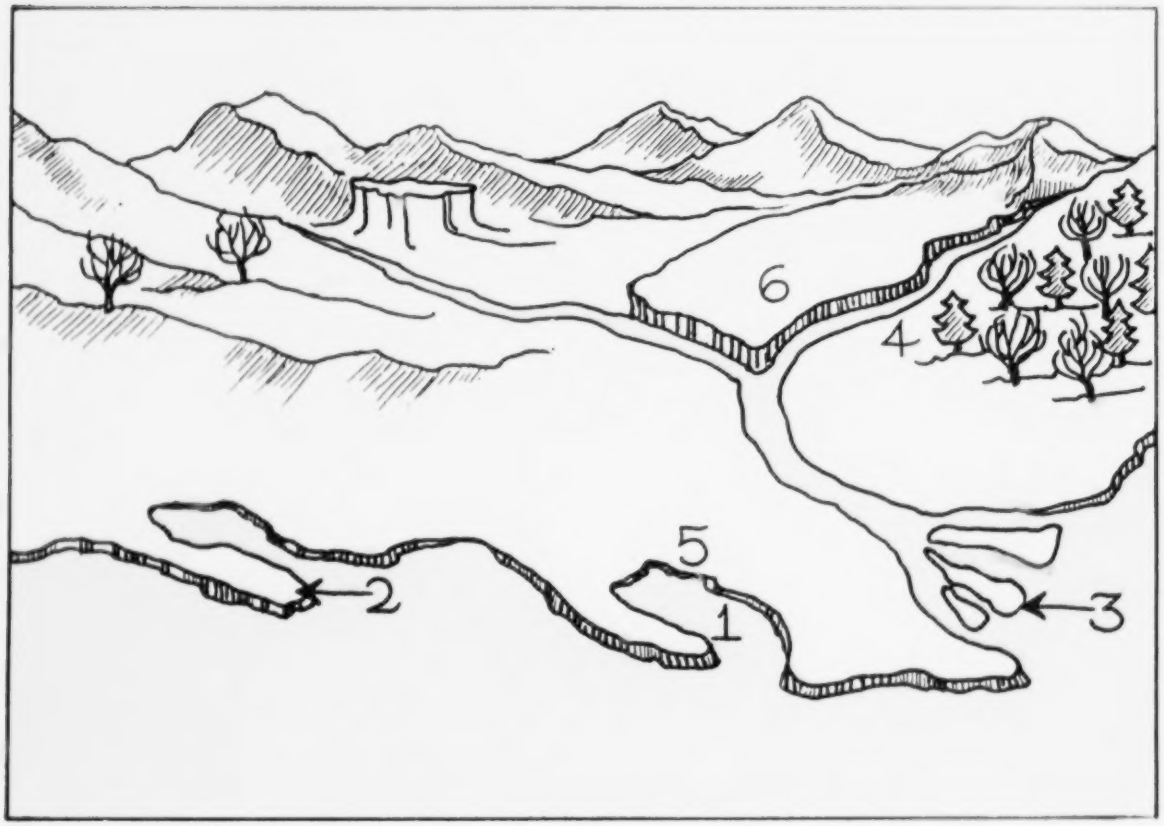
78. Which food would <u>not</u> come from a community in Canada?

A) Eggs
B) Carrots
C) Bananas
D) Chicken
E) Milk

79. Which food may have come from a farm near Tom's community?

A) Milk
B) Lemons
C) Pineapple
D) Frozen orange juice
E) I don't know

LOOK AT THE DRAWING AND ANSWER QUESTIONS 80, 81, 82, AND 83.



80. Number 3 is on a

A) plateau.
B) plain.
C) peninsula.
D) mountain.
É) delta.

81. Number 1 is on a

A) bay.
B) plain.
C) peninsula.
D) strait.
E) delta.

82. Number 2 is on a

A) plateau.
B) plain.
C) peninsula.
D) strait.
E) delta.

STUDENTS PLEASE NOTE:
ALL THE REMAINING QUESTIONS WILL BE ANSWERED IN THIS BOOKLET.
FOR THE MULTIPLE CHOICE QUESTIONS, CIRCLE THE LETTER BESIDE THE BEST ANSWER.

83. Where would be the best place on this map to put a community?

A) Number 2
B) Number 3
C) Number 4
D) Number 5
E) Number 6

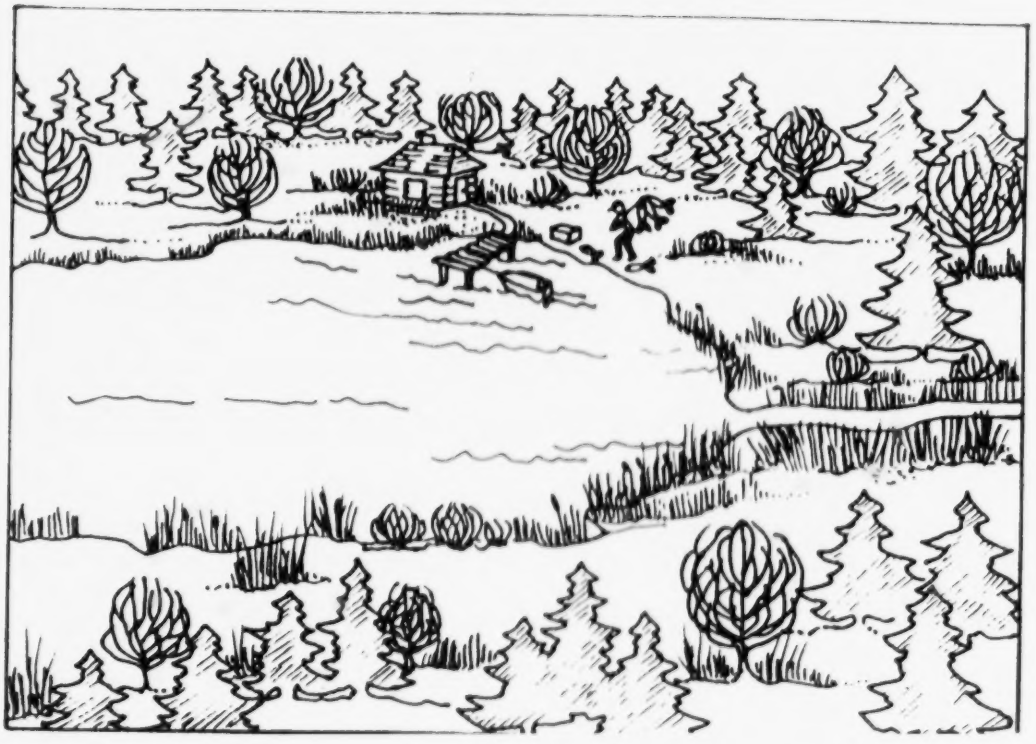
84. Why do you think this is the best place for a community?

_____

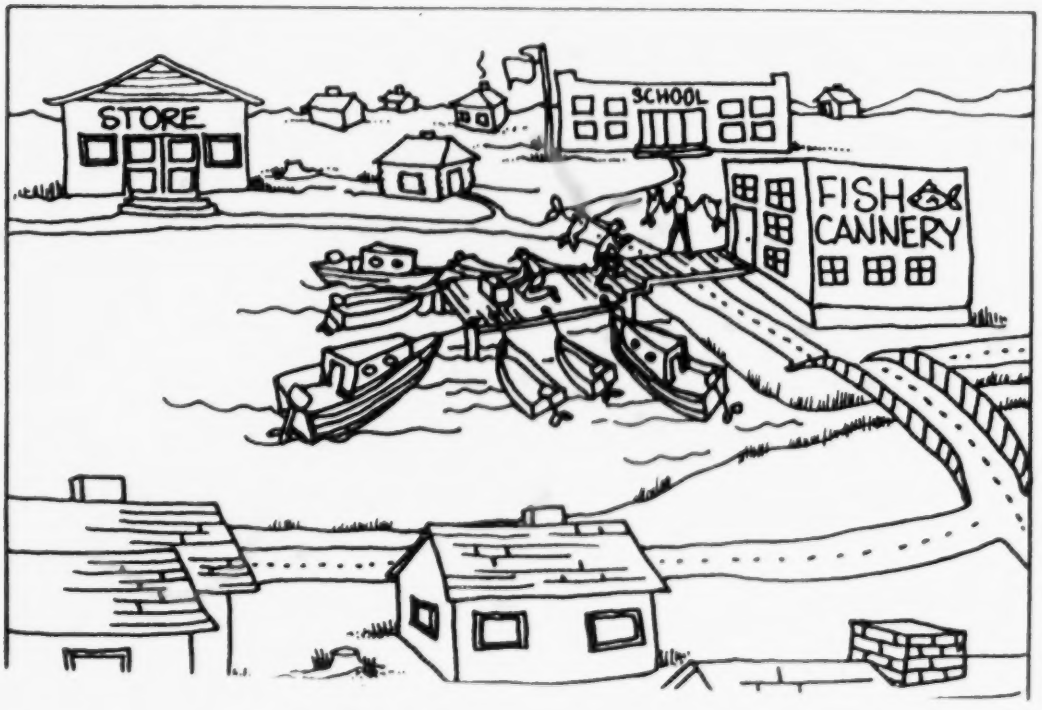
_____

_____

PICTURE A



PICTURE B



LOOK AT THE PICTURES ON PAGE 34 VERY CAREFULLY!! PICTURES A AND B ARE DRAWINGS OF THE SAME PLACE. PICTURE A SHOWS THE AREA BEFORE THERE WAS A COMMUNITY THERE. PICTURE B SHOWS THE COMMUNITY WHICH GREW THERE.

85. When Mr. Brown first came to the place in picture A, why would he think it was a good place for a home?

A) It had open land for farming
B) It had good roads
C) It had good natural resources

86. In picture B what kind of work do most of the people in this community do?

A) They build roads
B) They work in factories
C) They work in offices
D) They fish

87. You can see that many changes have taken place from Picture A to Picture B. Which change from picture A to picture B makes the biggest difference to the land?

A) The trees were cut down
B) Roads were built
C) A bridge was built
D) Homes were built
E) A school was built

88. Tell why you think this made the biggest difference to the environment.

_____

_____

_____

89. When the community grew, Mr. Brown's life changed. Do you think Mr. Brown's life became better or worse?

A) Better
B) Worse

90. Why do you think his life was better or worse?

_____

_____

_____

THIS IS A PICTURE OF A SMALL COMMUNITY. IN THE FOLLOWING QUESTIONS PLEASE GIVE YOUR IDEAS ABOUT WHAT LIFE IS LIKE IN SMALL COMMUNITIES LIKE THIS ONE.

Used by permission of Ginn and Company, Scarborough, Ontario
Massey, Donald L., Communities Around the World, 1984.

91. Most people living in communities like this one probably have needs that are

A) just the same as my needs.
B) pretty much the same as my needs.
C) very different from my needs.
D) I don't know.

92. People living in communities like this one probably have

A) plenty of clean water.
B) plenty of water but no clean water.
C) not enough water.
D) I don't know.

93. Most people living in communities like this one probably

A) do not go to school.
B) only get an elementary school education.
C) get a high school education.
D) I don't know.

94. Do you think that most people living in communities like this one have a good life?

A) Yes
B) No
C) I don't know

95. Please tell why you think this.

_____

_____

_____

PLEASE DO NOT TURN THE PAGE UNTIL ASKED TO DO SO.

96. In your own words tell what a community is.

THIS YEAR YOU HAVE STUDIED COMMUNITIES IN OTHER PARTS OF THE WORLD. CHOOSE ONE THESE COMMUNITIES AND ANSWER QUESTIONS 97-108 ABOUT THAT COMMUNITY. DO NOT CHOOSE YOUR OWN COMMUNITY.

97. Write down the name of the community you have chosen.

Write about each of the following things in the community you chose.

98. **The land**

99. **Food**

100. **Homes**

101. **Jobs**

102. Are there serious problems in the community you chose?

A) Yes
B) No

103. If you answered YES, tell about one of these problems.

_____

_____

104. The way people live in the community you chose is

A) just the same as the way people live in your own community.
B) pretty much the same as the way people live in your own community.
C) very different from the way people live in your own community.

105. The needs of the people living in the community you chose are

A) just the same as your needs.
B) pretty much the same as your needs.
C) very different from your needs.

106. Why do you think this?

_____

_____

_____

107. Would you like to live in the community you chose?

A) Yes
B) No

108. Why or why not?

_____

_____

_____

_____

ACKNOWLEDGEMENTS

Items on pages 8 and 10
Adapted from: Winnifred Ferry, Vanishing Communities: Culture of the South American Jungle, Winnifred Ferry, GLC Publishers 1978.

Items on pages 4 and 5 (Table of Contents, Index)
Adapted from: Four Lands, Four Peoples, Teacher Edition, D. C. Heath and Co., Boston, 1966

Items 91-95 - Massey, Donald L., Communities Around the World, Ginn and Company, Scarborough, Ontario, 1984.

SOCIAL STUDIES ASSESSMENT PROGRAM

CURRICULUM DEVELOPMENT AND IMPLEMENTATION BRANCH

GRADE 4
MANUAL AND SCORING KEY

CONTENTS PAGE

General Test Information 1
Instructions for Administering the Test 1
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Scoring Key 6
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JUNE 1989

Manitoba Education

E R R A T U M

SOCIAL STUDIES ASSESSMENT 1989

GRADE 4

MANUAL AND SCORING KEY

re. p. 8 Item 95 Student initiated responses

Please note the following change.

ITEM 95 WAS SCORED USING THE FOLLOWING SCALE:

REVISED SCALE FOR QUESTION 95

Code	Description
A	Student makes a direct response to the picture. Example: They all look happy. They have friends. Student makes a generalization of basic needs, or the physical surroundings. Example: They have enough food. They don't have any clean water. They're poor. It's too hot there.
B	Student is understanding relationships, or making comparisons. Example: It might be a good life, it might not be. I don't know, I don't live there. They don't wear clothes like we do.
C	Student makes a statement of apathy, or is absolved of feeling. Example: They're used to it. It's the only life they'll ever know.
D	Student expresses a negative bias, or prejudice. Example: They are poor and no one will want to have anything to do with them.
E	Incorrect response, or an unexpanded, "I don't know".

GENERAL TEST INFORMATION

TEST DATE: **choose any day(s) during the week of JUNE 5TH - 9TH, 1989 (TWO SITTINGS)**

TIME ALLOTMENTS

First Sitting
INTRODUCE TEST - 5 MINUTES
PART ONE - 45 MINUTES
PART TWO - 20 MINUTES
PART THREE - 10 MINUTES

Second Sitting
PART FOUR - 1 HOUR
(including a break)

MATERIALS REQUIRED

GRADE 4 TEST BOOKLETS
GRADE 4 MANUAL AND SCORING KEY
ANSWER SHEETS
SOFT-LEAD PENCILS AND ERASERS

INSTRUCTIONS FOR ADMINISTERING THE TEST

Note: You may pronounce a word for a student but you should not explain its meaning or provide any other assistance in clarifying questions.

1. Describe the length and purpose of the test to the students, by reading aloud to them the following:

> **Students in grade 4 classes in Manitoba are writing this Social Studies test today. The purpose is to find out how well grade 4 students have learned some of the important ideas and skills in Social Studies. The results of this survey will be used to help improve Social Studies instruction in Manitoba schools. The questions in this test may be easy or they may be difficult for you. Regardless of the Social Studies program you have studied, it is important that you answer each question as carefully as you can.**

2. Distribute the answer sheets to the students. Take time to look over the answer sheet with the students noting such things as:

   a) the way numbers are organized in columns.
   b) numbers go down the page to number 10, then go to the top of the column for number 11.
   c) there are places for five choices, A,B,C,D,E.

3. Instruct students to:

   a) blacken the appropriate circle on the answer sheet to identify sex and grade (see sample answer sheet (side one) on page 9); and

   b) print their test booklet number in the "Special Codes" (boxes KLMNO on the answer sheet) and then to blacken the appropriate circles under the number on the answer sheet (see sample answer sheet).

PLEASE NOTE: STUDENTS MAY PUT THEIR NAMES ON TEST BOOKLETS AND ANSWER SHEETS IF REQUIRED BY THE SCHOOL DIVISION. MANITOBA EDUCATION DOES NOT REQUIRE THIS INFORMATION FOR ITS SAMPLE.

PART ONE - Thinking and Research Skills (items 1-30) - 45 minutes

1. Distribute test booklets and instruct students to open their booklets to page 1 (see reproduction below). Read the information at the top of the page to your students. Review with them the sample question provided.

2. Inform students that if they wish to change an answer, they must erase their first choice completely. There is no penalty for guessing.

3. When you are certain that students know how to use the answer sheet, ask them to turn to page 2. Tell the students they are to stop at the STOP SIGN after question 30 on page 15. Then allow the students to begin.

4. Monitor the students' work to be sure they are recording answers in the correct places on the answer sheets.

5. Allow the students a break before beginning PART TWO.

PART ONE

READ THE QUESTION AND ALL THE CHOICES IN A QUESTION BEFORE SELECTING THE BEST ANSWER. MARK ALL ANSWERS ON THE ANSWER SHEET. YOUR TEACHER WILL DO THE FOLLOWING EXAMPLE WITH YOU.

Example: (Mark your answer on the sample answer sheet below by blackening the circle that represents your answer.)

110. Which of the following would be the most useful in finding today's temperature?

A) A newspaper
B) An atlas
C) A dictionary
D) An encyclopedia
E) A textbook

SAMPLE ANSWER SHEET

	A	B	C	D	E
110	①	②	③	④	⑤

IF YOU WISH TO CHANGE AN ANSWER, ERASE YOUR FIRST CHOICE COMPLETELY AND BLACKEN IN YOUR NEW CHOICE. THERE IS ONLY 1 **BEST** OR **CORRECT** ANSWER FOR EACH QUESTION.

PLEASE DO NOT TURN THE PAGE UNTIL ASKED TO DO SO.

PART TWO - Attitudes and Values (items 31-46) - 20 minutes

1. Page 17 of the student test booklet is reproduced below. Go over the instructions and do the sample question together.

PART TWO

IN THIS PART OF THE TEST YOU ARE TO GIVE YOUR OPINIONS ABOUT DIFFERENT STATEMENTS PEOPLE HAVE MADE.

REMEMBER THAT YOU ARE NOT LOOKING FOR A RIGHT ANSWER. DIFFERENT PEOPLE HAVE DIFFERENT OPINIONS ABOUT THESE THINGS. PLEASE GIVE YOUR OWN OPINIONS.

WE WILL DO THE EXAMPLE ON PAGE 17 TOGETHER.

Example: (Mark your answer on the sample answer sheet below.)

111. Canada is the best country in the world.

A) I agree
B) I disagree
C) I don't know

SAMPLE ANSWER SHEET

	A	B	C	D	E
111	①	②	③	④	⑤

THE FIRST QUESTION IN THIS SECTION IS NUMBER 31. BE SURE TO BEGIN WITH NUMBER 31 ON YOUR ANSWER SHEET.

STOP WHEN YOU COME TO THE STOP SIGN AFTER QUESTION 46.

STOP

PLEASE DO NOT TURN PAGE UNTIL ASKED TO DO SO.

PART THREE - Social Participation (items 47-62) - 10 minutes

1. This section which begins on page 21 asks students for their opinions about social problems (questions 47 - 54). It also asks whether they have participated in a variety of community activities (questions 55 - 62).

2. There are two sets of directions; one in the box on the top of page 21 and the other in the box on of page 22. Read these directions to students and point out that items 55-62 have only two choices (A. YES, B. NO).

3. This is the end of the first sitting. Collect test booklets and answer sheets.

SECOND SITTING

PART FOUR - Knowledge (items 63-108) - One Hour Testing Time

1. Give out the test booklets and answer sheets again.

2. Have the students turn to page 25 of the test booklet.

3. Page 25 of the student test booklet is reproduced below. Go over the instructions and do the sample question together.

4. Be sure students know where to continue answering on the answer sheets (question 63).

5. Tell the students to work until they come to the STOP sign after question 82. Collect the student answer sheets at this point.

6. The final part of the test (from question 83 on) is to be answered in the test booklet only. Long answers will be written in the spaces provided. The answers to multiple choice questions should be indicated by circling the letter preceding the students' choices.

7. Read the directions in the box on page 33 to the students.

8. Tell them to work until they come to the next STOP sign after question 95.

9. Give the students a break at this point.

10. After the break, have the children turn to page 38 and answer item 96.

11. Read the instructions in the box on page 38 to the students. It is very important that students select a world community, neither their own nor a Canadian community. Please check to be sure the students understand this as they make their selections and answer questions 97 - 108.

PART FOUR

READ EACH QUESTION AND CHOOSE THE BEST ANSWER.

Example: (Mark your answer on the sample answer sheet below.)

112. John has a toothache. He needs to see a

A) teacher.
B) fireman.
C) policeman.
D) dentist.

SAMPLE ANSWER SHEET

	A	B	C	D	E
112	①	②	③	④	⑤

COLLECTING AND RETURNING TEST MATERIALS

PROVINCIAL SAMPLE

- Verify that each student has indicated his/her sex, grade, and booklet number on the answer sheet and that the appropriate circles indicating the booklet number have been blackened.

- Place the completed answer sheets in the envelope provided and return them along with the test booklets to the Assessment Section of Curriculum Branch for scoring and analysis. Do not leave answer sheets inside test booklets.

- **Please note that these instructions are for the Provincial Sample only.**

FOR TESTS NOT INCLUDED IN THE PROVINCIAL SAMPLE

Responsibility for scoring other students' tests is at the local level. School divisions may request scoring assistance from the Department. Please follow these instructions if scoring services are requested.

1. All student answers should be coded onto the NCS answer sheets. Coding instructions for items 83-108 are in this Manual.

2. It will be necessary to place a SCHOOL CODE on each answer sheet if school or division scoring is requested (not necessary for provincial sample). Each superintendent has been given the school codes for his/her division. Write the 8-digit school code in the identification boxes A to H of each student answer sheet. Blacken the appropriate circles below each box. This code identifies the school and division.

3. Each school should submit answer sheets, packaged by grade (not by individual classes) to the school division office.

4. The Superintendents are to request the scoring service from the Management Information Services. Answer sheets are to be submitted by grade for the division (not by school) to:

   Management Information Services
   Administration and Teacher Certification Branch
   Department of Education
   307-1181 Portage Avenue
   Winnipeg, MB.
   R3G 0T3

SCORING KEY
GRADE 4

1.	B	31.		63.	C
2.	C	32.		64.	A
3.	D	33.		65.	C
4.	A	34.		66.	D
5.	B	35.		67.	B
6.	C	36		68.	A
7.	B	37.	ATTITUDES	69.	D
8.	C	38.	AND	70.	A
9.	D	39.	VALUES	71.	C
10.	D	40.		72.	B
11.	E	41.		73.	D
12.	A	42.		74.	E
13.	C	43.		75.	
14.	B	44.		76.	OPINIONS
15.	D	45.		77.	
16.	A	46.		78.	C
17.	D	47.		79.	A
18.	D	48.		80.	E
19.	A	49.		81.	A
20.	C	50.		82.	C
21.	B	51.	SOCIAL	83.	OPINION
22.	E	52.	PARTICIPATION	84.	SUPPORTS OPINION*
23.	D	53.		85.	C
24.	C	54.		86.	D
25.	B	55.		87.	OPINION
26.	C	56.		88.	SUPPORTS OPINION*
27.	A	57.		89.	OPINION
28.	D	58.		90.	SUPPORTS OPINION*
29.	B	59.		91.	OPINION
30.	E	60.		92.	OPINION
		61.		93.	OPINION
		62.		94.	OPINION
				95.	SUPPORT FOR OPINION*

* See next page for coding.

96. For item 96 use the following coding system:

A. Answers which state that a community is a place or a group of people.
e.g., A community is Gimli.
A community is a town.
A community is a group of people.

B. Answers which imply that a community has interaction.
e.g., A community is a place where people work.
A community is a place where people live and play.

C. Answers which imply that a community is a cultural entity.
e.g., A community is a group of people who have the same language, attitudes, customs and/or values.

D. Answers which the children have learned in Science.
e.g., A community is a group of animals or organisms.

E. All other answers were assigned to this category.

97. For item 97 use the following coding system:

A. The student named a community.
B. The student named a country.
C. Other

98. *

99. *

100. *

101. *

102. OPINION

103. SUPPORT FOR OPINION*

104. OPINION

105. OPINION

106. SUPPORT FOR OPINION*

107. OPINION

108. SUPPORT FOR OPINION*

*Items 83 to 108 are a mixture of multiple choice and student initiated responses. Students have been asked to respond in the test booklet for the whole group. If you plan to have the tests scored and analyzed by the Management Information Services, it will be necessary for you to transfer the responses to the answer sheets.

Multiple Choice Items

Transfer the students' responses to their answer sheets by blackening the appropriate circles for the corresponding item numbers.

Student Initiated Responses

Items 96, 97, code as described above
Items 84, 88, 90, 95, 98-101, 103, 106, 108
In these questions, students are elaborating on their opinions on choices they made or they are presenting information on different aspects of communities studied. The description for scoring given below will attempt to capture the Quality of the students' responses in an objective and systematic way rather than giving them so many marks for "correct" points made. These responses are to be given a level (A-E) as outlined below. Suggested responses for question 88 are used as an example for all the student initiated responses.

Code	Description
A.	Student repeats the question or restates it in another form. Example: There are no more trees.
B.	Student gives one piece of credible or correct information or one reason. Example: Animals moved away.
C.	Student gives two or more pieces of credible or correct information or reasons. Example: Animals moved away. There was less shade in the community.
D.	Student shows understanding of relationship between two pieces of information. Example: It's probably windier because there are no trees to make a windbreak.
E.	Student gives incorrect information.
-	If student does not respond, do not code.

SIDE 1

GENERAL PURPOSE - NCS® - ANSWER SHEET

FOR USE WITH ALL NCS SENTRY OPTICAL MARK READING SYSTEMS
SEE IMPORTANT MARKING INSTRUCTIONS ON SIDE 2

NAME (Last, First, M.I.)

STUDENTS SHOULD NOT FILL IN ANY CIRCLES IN THIS SECTION.

SEX ● (F)

GRADE OR EDUC 3 ●

BIRTH DATE			IDENTIFICATION NUMBER										SPECIAL CODES					
MO.	DAY	YR.	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
													0	0	9	5	6	
Mar	00	00	0	0	0	0	0	0	0	0	0	0	●	●	0	0	0	0
Apr	11	11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
May	22	22	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Jun	33	33	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Jul	44	44	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Aug	55	55	5	5	5	5	5	5	5	5	5	5	5	5	5	●	5	5
Sep	66	66	6	6	6	6	6	6	6	6	6	6	6	6	6	6	●	6
Oct	77	77	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
Nov	88	88	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
Dec	99	99	9	9	9	9	9	9	9	9	9	9	9	9	●	9	9	9

1 A B C D E	11 A B C D E	21 A B C D E	31 A B C D E	41 A B C D E
2 A B C D E	12 A B C D E	22 A B C D E	32 A B C D E	42 A B C D E
3 A B C D E	13 A B C D E	23 A B C D E	33 A B C D E	43 A B C D E
4 A B C D E	14 A B C D E	24 A B C D E	34 A B C D E	44 A B C D E
5 A B C D E	15 A B C D E	25 A B C D E	35 A B C D E	45 A B C D E
6 A B C D E	16 A B C D E	26 A B C D E	36 A B C D E	46 A B C D E
7 A B C D E	17 A B C D E	27 A B C D E	37 A B C D E	47 A B C D E
8 A B C D E	18 A B C D E	28 A B C D E	38 A B C D E	48 A B C D E
9 A B C D E	19 A B C D E	29 A B C D E	39 A B C D E	49 A B C D E
10 A B C D E	20 A B C D E	30 A B C D E	40 A B C D E	50 A B C D E
51 A B C D E	61 A B C D E	71 A B C D E	81 A B C D E	91 A B C D E
52 A B C D E	62 A B C D E	72 A B C D E	82 A B C D E	92 A B C D E
53 A B C D E	63 A B C D E	73 A B C D E	83 A B C D E	93 A B C D E
54 A B C D E	64 A B C D E	74 A B C D E	84 A B C D E	94 A B C D E
55 A B C D E	65 A B C D E	75 A B C D E	85 A B C D E	95 A B C D E
56 A B C D E	66 A B C D E	76 A B C D E	86 A B C D E	96 A B C D E
57 A B C D E	67 A B C D E	77 A B C D E	87 A B C D E	97 A B C D E
58 A B C D E	68 A B C D E	78 A B C D E	88 A B C D E	98 A B C D E
59 A B C D E	69 A B C D E	79 A B C D E	89 A B C D E	99 A B C D E
60 A B C D E	70 A B C D E	80 A B C D E	90 A B C D E	100 A B C D E

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END

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Office of Education
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